

Dette er en oversettelse av den fastsatte læreplanteksten. Læreplanen er fastsatt på Bokmål

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Utdanningsdirektoratet

## Purpose

Norwegian is an important school subject for cultural understanding, communication, education and development of identity.

Through active use of the Norwegian language when working with their own texts and in the encounter with the texts of others, children and young people are introduced to culture and social life. The Norwegian subject curriculum opens an area where they can find their own voices, learn to express themselves, be heard and receive feedback. Thus the subject represents a democratic public arena that equips pupils with the necessary background for participation in social life and working life. More than ever before, society needs individuals who master language and texts. Norwegian shall help the individual pupil develop his or her language and writing skills based on the pupil's own abilities and capabilities. Competence in reading and writing are objectives in themselves, but they also form the basis for learning and understanding in all school subjects at all year levels.

A major aim for learning Norwegian throughout the 13 years of schooling is linguistic confidence and a belief in one's own culture as the basis for development of identity, respect for other cultures, active social participation and lifelong learning. The Norwegian subject curriculum establishes itself in the field of tension between the historical and the contemporary, and the national and the global. Seeing Norwegian language and culture in a historical and national perspective can provide the pupils with insight into and understanding of the community they are a part of. Including international perspectives in the Norwegian subject curriculum can help to develop cultural understanding, tolerance and respect for individuals from other cultures. The international situation today is dominated by cultural exchange and communication across former borders – linguistically, culturally, socially and geographically. In this context, Norwegian cultural heritage offers a great store of texts that may find new and unexpected importance precisely in a situation where communication takes on new forms and perspectives are expanded. Hence, cultural heritage is a living tradition that changes and is recreated, and the Norwegian subject will encourage pupils to become active contributors in this process.

In Norway there are three official languages, "Bokmål", "Nynorsk" and Sami, in addition to many dialects and sociolects, and other languages than Norwegian. Norwegian language and culture are developing in a situation characterised by cultural diversity and internationalisation in interaction with the neighbouring Nordic languages, other minority languages in Norway and with impulses from English.

It is within this linguistic and cultural diversity that children and young people develop their linguistic competence. Bearing this language situation in mind we must lay the groundwork so that children and young people can acquire awareness of linguistic diversity and learn to write both the official forms of the Norwegian language, "hovedmål" (the first-choice language, which can be either "Bokmål" or "Nynorsk") and "sidemål" (the second-choice language, which will then be the opposite of the first choice).

The Norwegian subject deals with a wide range of texts, spoken, written and composite texts, where text, sound and pictures interact. A Norwegian subject curriculum for our time is based upon an extended text concept that includes all these types of text. The subject is meant to help pupils orient themselves in the diversity of texts and provide them with the opportunity to experience, reflect and assess. Good learning strategies and the ability to reflect critically should also be stimulated, in addition to motivating the desire to read and write as well as developing and instilling good reading and writing habits. Through reading and writing, children can learn to develop clear ideas, explore new worlds and dare to speak their mind and use critical assessment. After a while, children will acquire the ability to understand the differences between fiction and non-fiction from the past and present; they will learn to interpret the information from these texts and to reach deeper understanding in subject matter they choose on their own. Thus they will have the opportunity to develop their own perspectives on the long development lines, breaks in and conflicts of the history of texts.

## Main subject areas

The subject has been structured into main subject areas for which competence aims have been formulated.

These main subject areas supplement each other and must be considered together.

The subject is a common core subject for all the education programmes throughout upper secondary education. Learning in the subject shall therefore be made as relevant as possible for the pupils by adapting the subject to each different education programme.

Norwegian has competence goals after the second, fourth, seventh and tenth years in primary/lower secondary school and after Vg1, Vg2 and Vg3 (the first, second and third years) in upper secondary programmes for general studies. In vocational education programmes the competence aims come after Vg2 and after the supplementary studies qualifying for higher education.

Competence aims concerning the second-choice official Norwegian language do not apply to vocational education programmes after Vg2.

For pupils that have Sami as their first or second language, or Finnish as a second language, the right to an exemption from instruction and assessment in the second choice variant of Norwegian.

Overview of main subject areas:

Year of school	Main subject areas			
1.–10. Vg1-Vg3	Oral texts	Written texts	Composite texts	Language and culture

The main subject area *oral texts* focuses on spoken communication, i.e. listening, speaking and exploring spoken texts. A key element is developing various linguistic roles and genres and understanding how language and form are adapted to the recipient and to the purpose of the text. Listening and speaking are part of day-to-day socialising and are key elements for social and cultural competence and for aesthetic development and appreciation.

The main subject area *written texts* focuses on written communication, i.e. reading and writing Norwegian. Reading and writing are parallel processes in each pupil's learning process. The pupil develops writing competence by writing and reading and develops reading competence through reading and writing. This is accomplished through work in various genres in both official languages, and the pupils are met with increasing demands as to their understanding of the relationship between the form and function of the text. Pupils are stimulated to enjoy reading and writing and to developing their reading and writing strategies in continuous progression throughout the 13 years of schooling. Attention is also paid to the pupils' own ability to read the different texts in different ways for purposes of learning and personal experience, and for the pupil's understanding of his or her own development as a reader and writer.

The main subject area *composite texts* focuses on an extended text concept where texts may be composed of writing, sound and pictures in a composite expression. This means working with texts such as picture books, cartoons, newspapers, advertising, web sites, lyrics, film and theatre. This main subject area includes pupils' text production and perceptions, critical assessment and analysis of composite texts. Being able to read in composite texts deals with finding meaning in the entirety of the different forms of expression found in the text.

The main subject area *language and culture* focuses on Norwegian and Nordic language and text culture but with international perspectives. Emphasis is placed on enabling the pupils to develop an independent understanding of Norwegian language and literature and an insight into how language and texts have changed over time and continue to change. The pupils must acquire knowledge about language as a system and the language as used in a number of old and new text forms. They are given the opportunity to explore and experience good Norwegian authors and other authors from around the world. They must also relate to the traditions in Norwegian textual history in a comparative perspective where the present and the past are also viewed in relation to external impulses.

## Teaching hours

Teaching hours are given in 60-minute units:

## PRIMARY EDUCATION

Years 1 to 4: 931 teaching hours - applies to pupils who do not have Sami as their first or second language or Finnish as their second language

Years 5 to 7: 441 teaching hours - applies to pupils who do not have Sami as their first or second language

Years 1 to 4: 642 teaching hours – applies to pupils who have Sami or Finnish as their second language

Years 5 to 7: 312 teaching hours – applies to pupils who have Sami or Finnish as their second language

## LOWER SECONDARY EDUCATION

Years 8 to 10: 398 teaching hours - applies to pupils who do not have Sami as their first or second language or Finnish as their second language

Years 8 to 10:

Alternative 1: 335 teaching hours – applies to pupils with Sami as a second language, but who do not choose to study a foreign language or in-depth language study

Alternative 2: 278 teaching hours – applies to pupils with Sami as a second language who choose to study a foreign language or in-depth language study

Years 8 to 10: 258 teaching hours – applies to pupils who have Finnish as a second language

## PROGRAMMES FOR GENERAL STUDIES

Vg1: 113 teaching hours - applies to pupils who do not have Sami as their first or second language or Finnish as a second language

Vg1: 103 teaching hours – applies to pupils who have Sami or Finnish as a second language

Vg2: 112 teaching hours - applies to pupils who do not have Sami as their first or second language or Finnish as a second language

Vg2: 103 teaching hours – applies to pupils who have Sami or Finnish as a second language

Vg3: 168 teaching hours - applies to pupils who do not have Sami as their first or second language or Finnish as a second language

Vg3: 103 teaching hours – applies to pupils who have Sami or Finnish as a second language

## VOCATIONAL EDUCATION PROGRAMMES

Vg1: 56 teaching hours - applies to pupils who do not have Sami as their first or second language or Finnish as a second language

Vg1: 45 teaching hours – applies to pupils who have Sami or Finnish as a second language

Vg2: 56 teaching hours - applies to pupils who do not have Sami as their first or second language or Finnish as a second language

Vg2: 45 teaching hours – applies to pupils who have Sami or Finnish as a second language

## SUPPLEMENTARY STUDIES QUALIFYING FOR HIGHER EDUCATION FOR VOCATIONAL EDUCATION PROGRAMMES

Vg3: 281 teaching hours - applies to pupils who do not have Sami as their first or second language or Finnish as a second language

Vg3: 219 teaching hours – applies to pupils who have Sami or Finnish as a second language

## Basic skills

Basic skills are integrated in the competence aims where they contribute to development of the competence in the subject, while also being part of this competence. In Norwegian, basic skills are understood as follows

*Being able to express oneself orally* in Norwegian means having the ability to listen and speak and to evaluate the elements in a complex verbal situation, which is a requirement for communicating with others when it comes to socialising, working and participation in public life. Conversations about texts are of decisive significance for the pupils' learning and development. Speaking and listening are essential human activities that are developed in the subject of Norwegian through systematic training in different oral genres and activities.

*Being able to express oneself in writing* in Norwegian is also a goal of the Norwegian subject curriculum, from the initial writing lessons to the development of writing skills throughout the 13 years of schooling. The use of written language in society is increasing, not least through the development of digital communication forms, and the demand for the mastering of written production in various genres has increased. Writing is a way of developing and structuring ideas and thoughts, but is also a form of communication and a method of learning.

*Being able to read* in Norwegian is a basic skill that the Norwegian subject curriculum takes special responsibility for, through initial reading training and continuing this training throughout all the 13 years of schooling. Reading is both a skill and cultural competence. Being able to read covers the ability to locate information in different texts, learning subject matter and experiencing and understanding reasoning and assertions in a wide range of texts. Reading depends on cultural understanding, and reading also develops cultural understanding. Through reading pupils take part in textual culture and may thus develop the ability to interpret and understand various texts. Thus they gain experiences which enable pupils to learn and perceive and to understand themselves and society.

*Numeracy* in the subject of Norwegian is a skill that assumes command of a different language than a spoken language. These languages nevertheless have a common knowledge base relating to concept development, logical reasoning and problem solving. This also applies to the understanding of form, system and composition. When pupils read composite texts and factual prose their understanding is enhanced by graphs, tables and statistics.

*Digital literacy* in the subject of Norwegian is necessary to master new text forms and ways of expressing oneself. This opens up new learning arenas and allows new possibilities in teaching reading and writing, as well as the production, composition and editing of texts. In this context it is vital to develop the ability to critically assess and use sources. Using digital tools may support and develop the pupils' communication and presentation skills.

## Competence aims

### Oral texts

*The aims of the studies are to enable pupils to*

- play, improvise and experiment with rhyme, rhythm, phonological sounds and meaning-bearing elements
- express one's own feelings and opinions
- talk fluently about events and experiences
- talk about how the choice of words, the use of one's voice and intonation create different meaning in a text
- listen and give response to others in conversations, during presentations and when reading out loud
- talk about characters and plots in fairytales and stories

## Written texts

*The aims of the studies are to enable pupils to*

- demonstrate an understanding of the relationship between speech sound and letter and between spoken language and written language
- use the sounds of letters to create words
- read upper and lower case printed letters
- read simple texts with coherence and understanding
- use simple strategies for reading comprehension
- use own knowledge and experience to understand and comment on the content of texts they read
- use letters and experiment with words, in both handwriting and when using a keyboard
- use a word processor to create texts
- find fiction and factual books for one's own reading in the library

## Composite texts

*The aims of the studies are to enable pupils to*

- work creatively by drawing and writing in connection with reading
- express one's own experiences of texts through words, drawings, pictures, music and movements
- talk about how words and pictures interact in picture books and other picture media

## Language and culture

*The aims of the studies are to enable pupils to*

- discuss content and form in old and new songs, nursery rhymes and poems
- express how we understand some familiar proverbs and idioms and explain the origin of common words and expressions

## Oral texts

*The aims of the studies are to enable pupils to*

- interact with others through play, dramatisation, conversation and discussions, and by practising the rules of group conversations
- tell stories, explain, give and receive messages
- explain how a person may offend others through language usage
- express one's own thoughts and perceptions relating to children's literature, drama, films, computer games and TV shows
- present texts to fellow pupils

## Written texts

*The aims of the studies are to enable pupils to*

- read literature for children and factual prose for children fluently, with coherence and understanding
- draw conclusions based on an understanding of the relationship between the parts and the entirety of texts
- use reading strategies and textual knowledge in a result-oriented manner for learning
- recognise and use linguistic techniques such as repetition, contrast and simple metaphors and images
- assess and compare one's own texts and those of others
- write with a flowing and functional handwriting
- write stories, poems, letters and factual prose
- lay out text with a heading, an introduction and a conclusion
- master a vocabulary that is adequate to express knowledge, experience, perceptions, emotions and personal opinions
- undertake information searches, create, store and retrieve texts using digital tools
- find source material for one's own tasks in the library or on the internet

## Composite texts

*The aims of the studies are to enable pupils to*

- find information in a composite text by combining words and illustrations
- create stories by combining words, sounds and pictures
- discuss and elaborate on some aesthetic techniques in composite texts

## Language and culture

*The aims of the studies are to enable pupils to*

- talk about a selection of songs, nursery rhymes, poems, stories and fairytales from the past and the present, in both the first-choice and second-choice Norwegian languages, in translation from the Sami language and from other cultures
- express thoughts on language, characters and plots in texts from daily life and from fiction from various times and cultures
- describe similarities and differences between a selection of spoken varieties of the Norwegian language
- understand some spoken Danish and Swedish
- describe language and the use of language, parts of speech and their functions
- vary syntax

## Oral texts

*The aims of the studies are to enable pupils to*

- perform in various language roles through role play and drama, reading aloud, interviews and presentations
- listen to others, express and give rationales for one's own points of view and show respect for the ideas of others
- discuss and elaborate on how language can express and create attitudes in relation to individuals and groups
- discuss, elaborate on and assess fiction based on personal experiences and with understanding of language and content
- give a reasoned opinion on other people's oral presentations
- present subject-matter orally with awareness of recipients, with or without aids

## Written texts

*The aims of the studies are to enable pupils to*

- read a diverse range of texts from different genres and varied complexity in the first-choice and second-choice Norwegian languages: Norwegian and translated texts, fiction and non-fiction
- formulate interpretations of the texts that were read
- express one's own experience of and give grounds for own opinions about the texts that were read
- use a number of reading strategies to read various types of text at varied speeds
- give accounts of and summarise the main elements of a text, in one's own words
- present personal responses from fiction and factual books orally and in writing
- recognise and pronounce the letters of the Sami alphabet
- write cohesively with personal and functional handwriting
- use personal reading experiences when writing fiction and factual prose
- experiment with different language styles when writing in the first-choice and second-choice Norwegian languages, dialects and group language
- structure text chronologically and according to themes and make text cohesive between sentences and paragraphs
- master orthography, punctuation, a varied vocabulary and the use of varied sentence syntax
- assess strong and weak sides of one's texts and those of others
- use encyclopaedias and dictionaries
- use digital writing tools in writing processes and in production of interactive texts
- use a library and digital information channels in a focused manner
- explain copyright rules relating to the use of texts taken from the internet

## Composite texts

*The aims of the studies are to enable pupils to*

- understand, interpret and compare information from a number of forms of expression in a composite text
- create composite texts with images, illustrations etc. and varied fonts into a larger whole, manually and using digital tools
- use songs, music and images in performances and presentations
- use aesthetic techniques in one's own text productions
- evaluate texts, TV shows, advertising, music, drama and films and give grounds for personal media habits
- process digital texts and discuss the effects

## Language and culture

*The aims of the studies are to enable pupils to*

- present own interpretations of characters, plots and themes in a varied selection of children's and youth literature in Bokmål and Nynorsk and in translation from Sami
- find linguistic characteristics in one's community and compare with other dialects
- explain some similarities and differences between spoken and written language, relating to both the first-choice and second-choice Norwegian languages
- explain how texts are made, using terms from grammar and text analysis
- read and reproduce the content of simple literary texts in Danish and Swedish

## Oral texts

*The aims of the studies are to enable pupils to*

- express personal opinions in discussions and assess what is unbiased argumentation
- discuss and elaborate on how language can have discriminatory and injurious effects



- participate in exploratory conversations on literature, drama and film
- understand and reproduce information from Swedish and Danish everyday language
- lead meetings and discussions, and take minutes from these
- assess one's own and other people's oral presentations
- give simple lectures, presentations and readings with interpretations, and participate in role play and dramatisation, adapted to different recipients

## Written texts

*The aims of the studies are to enable pupils to*

- read and write texts from different genres within fiction and non-fiction in the first-choice and second-choice Norwegian languages: articles, input in discussions, formal letters, short stories, narratives, poetry, drama and causerie
- use varied and flexible reading strategies when reading fiction and non-fiction
- learn to find one's way through large amounts of text to find relevant information
- read critically and evaluate the credibility of texts
- recognise the different manners of argumentation in texts
- give grounds for personal choices of literature and reading material based on knowledge of reading strategies
- read and reproduce the content of a selection of texts in Swedish and Danish
- present personal response and perceptions in writing based on interpretation and reflection
- recognise literary techniques such as humour, irony, contrasts and comparisons, symbols and metaphors and use these in one's own texts
- express oneself precisely and with a varied vocabulary with nuances in various texts in the first-choice and second-choice Norwegian languages
- show how texts in various genres can be constructed in various ways
- assess one's own texts and personal writing development using knowledge of language and texts
- use word processing tools for archiving one's own work and systematising it
- use texts taken from libraries, the internet and mass media in a critical manner, discuss and elaborate on the texts and acknowledge the sources used

## Composite texts

*The aims of the studies are to enable pupils to*

- interpret and evaluate different forms of composite texts
- use various media, sources and aesthetic expressions in personal texts relating to the Norwegian subject curriculum and interdisciplinary texts
- assess aesthetic techniques in composite texts taken from information and entertainment media, advertising and art and reflect upon how we are influenced by sounds, language and images
- elaborate on the fundamental principles of protecting personal privacy and copyright in connection with the publication and use of texts of others

## Language and culture

*The aims of the studies are to enable pupils to*

- present important themes and manners of expression from central contemporary texts and compare these with classic works from Norwegian literature: love and gender roles, hero and antihero, reality and fantasy, power and counter-power, falsehood and truth, departure and responsibility
- elaborate on how social conditions, values and ways of thinking are presented in texts translated from Sami and other languages
- present the result from an in-depth study in three chosen subjects: one literary work, one literary theme and one linguistic theme
- elaborate on some characteristics of main groups of Norwegian dialects

- explain the background for the two Norwegian written languages with equal status and elaborate on language debates and linguistic variation in Norway today
- explain the rights relating to the Sami language and on the extent to which the Sami languages are used in Norway, Sweden, Finland and Russia
- explain how meaning and expression are rendered and changed when simple stories, cartoons and pop lyrics are translated into Norwegian

## Oral texts

*The aims of the studies are to enable pupils to*

- master various oral roles in group discussions, lectures, dramatisations and presentations as actor and listener
- use relevant and unbiased arguments in discussions and demonstrate an open attitude to the arguments of others
- use knowledge of the Norwegian language in conversations on texts
- use specialised knowledge from your education programme in lectures and discussions about school, society and working life

## Written texts

*The aims of the studies are to enable pupils to*

- discuss content, form and purpose in a representative selection of contemporary texts, fiction and factual prose in the first-choice and second-choice Norwegian languages and in translation from the Sami language
- give an account of a wide register of linguistic devices and explain their function
- use a broad register of linguistic techniques when writing factual prose and creative texts, in first-choice and second-choice Norwegian languages
- explain the argumentation found in factual prose
- master various writing roles found in school, society and working life
- write technical texts related to your education programme
- use computer technology for filing texts and systematising them

## Composite texts

*The aims of the studies are to enable pupils to*

- combine oral, written, visual and auditory forms of expressions in presentations
- describe the interaction between oral and written language, images, sounds and music, movement, graphics and design, and show the relationship between content, form and purpose
- describe aesthetic expressions in drama, film, music video, newspapers and advertising and discuss and elaborate on various functions of language and images
- use digital tools for presentation and publication of one's own texts

## Language and culture

*The aims of the studies are to enable pupils to*

- assess narrative techniques and values in a representative selection of contemporary texts from Norse and Sami literature, myths and popular fiction from several countries
- explain multilingualism and give examples of how linguistic and cultural interaction may contribute to linguistic changes and cultural awareness
- explain grammatical characteristics of the Norwegian language compared to other languages
- elaborate on the diversity of oral, written and composite genres and media in current Norwegian society, and the role they play in the general public
- describe and evaluate how language and genres are used by representatives of different professions and in different social settings

- collect, assess and apply subject material from digital sources in spoken and written work

## Oral texts

*The aims of the studies are to enable pupils to*

- assess and give feedback on oral presentations of others
- assess one's oral development
- present themes from the Norwegian subject curriculum and give a critical review of the material presented

## Written texts

*The aims of the studies are to enable pupils to*

- read a selection of significant Norwegian texts from the middle ages up to 1870 in the original language and reflect upon the language and content
- elaborate on similarities and differences between the Nordic languages and between the Norse and modern Norwegian languages
- analyse texts in various genres in order to be able to relate to the issues raised by the texts and their values
- describe and assess one's own reading and writing strategies
- write essays, literary interpretations and other reasoning texts in the first-choice and second-choice Norwegian languages based on literary texts and Norwegian text and language history
- elaborate on a selection of Nordic texts in translation and in the original language

## Composite texts

*The aims of the studies are to enable pupils to*

- analyse and assess various genres in texts taken from TV, films and the internet
- use various media to interpret and present texts from various epochs
- assess the use of aesthetic techniques in various media

## Language and culture

*The aims of the studies are to enable pupils to*

- elaborate on important lines of development and some major authors in Norwegian and European literature from the middle ages to the Romantic period and the relationship between this literature and other European cultural history
- explain how various concepts of what was typically Norwegian were created in major texts from 1800 to 1870
- explain how literature and other art expressions in and outside of Norway have mutually influenced each other in recent centuries
- discuss and elaborate on fellowship and diversity, cultural encounters and cultural conflicts based on a broad selection of Norwegian and foreign contemporary texts in various genres
- discuss and elaborate on aspects of Norwegian language policy and cultural development in a globalisation perspective
- assess linguistic nuances in translations from other languages mastered by the pupil

## Oral texts

*The aims of the studies are to enable pupils to*

- compose and present a delimited literary programme
- analyse and assess the relationship between content, techniques and purpose in oral genres

## Written texts

*The aims of the studies are to enable pupils to*

- read and interpret experimental and modernist texts and use these as the basis for one's own text production
- give grounds for one's own reading choices and present problems for solutions related to the texts
- master grammar and text connectors in the first-choice and second-choice Norwegian languages
- write technical texts according to common norms for technical writing in the first-choice and second-choice Norwegian languages
- write texts with a clear structure and a clear focus and argumentation based on facts
- use knowledge about texts, genres and literary techniques when producing fiction in the first-choice and second-choice Norwegian languages
- use terminology from rhetoric to analyse and assess texts from various genres
- assess the argumentation in texts of others and support one's own claims through arguments based on fact
- describe the development of one's own texts

## Composite texts

*The aims of the studies are to enable pupils to*

- compare and assess texts that are transferred from one medium to another
- analyse and assess argumentation in and impact of texts in newspapers, on TV and the internet using terms from rhetoric

## Language and culture

*The aims of the studies are to enable pupils to*

- discuss and elaborate on the modern project as expressed in texts by important authors from the Age of Enlightenment via Realism to the present
- elaborate on the modernist tradition in Norwegian and international literature from the final half of the 1800s until the present
- talk about the development of the Sami language and culture in view of the Norwegian policy of Norwegianisation
- elaborate on Norwegian language discussions and language policy from the 1830s to the present
- describe and compare the language situation and language policy in the Nordic countries
- elaborate on the relationship between spoken and written language and characteristics of a selection of Norwegian dialects
- use the central database of the library and other sources, both traditional ones and electronic ones, in one's own work
- complete the work on an independent task of in-depth studies and present this as an oral, written or composite text on a linguistic, literary or other topic from the Norwegian subject curriculum

## Oral texts

*The aims of the studies are to enable pupils to*

- provide concrete, insightful and relevant feedback on the oral presentations of others
- assess one's own oral development
- use specialised knowledge from one's own education programmes in presentations and discussions on school, society and working life
- analyse and assess the relationship between content, techniques and purpose in oral genres

- present topics from the Norwegian subject curriculum with the ability to critically review what is presented
- compose and present a delimited literary programme

## Written texts

*The aims of the studies are to enable pupils to*

- read a selection of significant Norwegian texts from the middle ages up to 1870 in the original language and reflect upon the language and content
- elaborate on similarities and differences between the Nordic languages and between the Norse and modern Norwegian languages
- read and interpret experimental and modernist texts and be able to use these as the basis for one's own text production
- give grounds for his or her own reading choices and present problems for solutions related to the texts
- elaborate on a selection of Nordic texts in translation and in the original language
- describe and assess one's own reading and writing strategies
- master grammar and text connectors in the first-choice and second-choice Norwegian languages
- write essays, literary analyses and other reasoning texts in the first-choice and second-choice Norwegian languages based on literary texts and the history of Norwegian texts and language
- write technical texts according to common norms for technical writing in the first-choice and second-choice Norwegian languages
- write texts with a clear structure and a clear focus and argumentation based on facts
- use knowledge of texts, genres and literary techniques when producing fiction in the first-choice and second-choice Norwegian languages
- describe the development of one's own texts
- assess the argumentation in texts of others and support one's own claims through arguments based on fact
- use terminology from rhetoric to analyse and assess texts from various genres

## Composite texts

*The aims of the studies are to enable pupils to*

- analyse and assess argumentation in and impact of texts in newspapers, on TV and the internet using terms from rhetoric
- assess the use of aesthetic techniques in various media
- compare and assess texts that are transferred from one medium to another
- use various media to interpret and present texts from various epochs

## Language and culture

*The aims of the studies are to enable pupils to*

- elaborate on important lines of development and some major authors in Norwegian and European literature from the middle ages to the Romantic period and the relationship between this literature and other European cultural history
- explain how various concepts of what was typically Norwegian were created in major texts from 1800 to 1870
- explain how literature and other art expressions in and outside of Norway have mutually influenced each other in recent centuries
- discuss and elaborate on fellowship and diversity, cultural encounters and cultural conflicts based on a broad selection of Norwegian and foreign contemporary texts in various genres
- discuss and elaborate on aspects of Norwegian language policy and cultural development in a globalisation perspective
- assess linguistic nuances in translations from other languages mastered by the pupil

- discuss and elaborate on the modern project as expressed in texts by important authors from the Age of Enlightenment via Realism to the present
- elaborate on the modernist tradition in Norwegian and international literature from the final half of the 1800s until the present
- talk about the development of the Sami language and culture in view of the Norwegian policy of Norwegianisation
- elaborate on Norwegian language discussions and language policy from the 1830s to the present
- describe and compare the language situation and language policy in the Nordic countries
- elaborate on the relationship between spoken and written language and characteristics of a selection of Norwegian dialects
- use the central database of the library and other sources, both traditional ones and electronic ones, in one's own work
- complete the work on an independent task of in-depth studies and present this as an oral, written or composite text on a linguistic, literary or other topic from the Norwegian subject curriculum

## Assessment

Provisions for final assessment:

### Overall achievement grades

Year	Provision
Year 10	The pupils shall have three overall achievement grades, one in written first-choice Norwegian, one in written second-choice Norwegian and one in oral Norwegian.
Vg2 vocational education programme	The pupils shall have two overall achievement grades, one in written first-choice Norwegian, and one in oral Norwegian.
Vg3 programme for general education Vg3 Supplementary studies qualifying for higher education	The pupils shall have three overall achievement grades, one in written first-choice Norwegian, one in written second-choice Norwegian, and one in oral Norwegian.

When the subject continues over a number of years, only the overall achievement grade from the highest level the pupil has taken in the subject shall be entered on the competence certificate or school leaving certificate.

For pupils that have Sami as their first or second language, or Finnish as a second language, the right to an exemption from instruction and assessment in the second choice variant of Norwegian.

### Examinations for pupils

Year	Provision
Year 10	The pupils may be selected for one written examination comprising first-choice Norwegian and second-choice Norwegian. The written exam is prepared and graded centrally. The pupils may also be selected for the oral examination in Norwegian. The oral examination is prepared and graded locally.
Vg2 vocational education programme	The pupils may be selected for one written examination in Norwegian. The written exam is prepared and graded locally. The pupils may also be selected for the oral examination in Norwegian. The oral examination is prepared and graded locally. The

	examination covers the entire subject (112 teaching hours).
Vg3 programme for general education	The pupils shall sit for a written examination in first-choice Norwegian. The pupils may be selected for a written examination in second-choice Norwegian. The written examination is prepared and graded centrally. The pupils may also be selected for an oral examination in Norwegian. The oral examination is prepared and graded locally. The examination covers the entire subject (393 teaching hours).
Vg3 Supplementary studies qualifying for higher education	

**Examinations for external candidates**

Year	Provision
Year 10	See the provisions in force for primary school education for adults.
Vg2 vocational education programme	External candidates shall sit for a written examination in their first choice language. The written exam is prepared and graded locally. External candidates shall also sit for an oral examination in Norwegian. The oral examination is prepared and graded locally. The examination covers the entire subject (112 teaching hours).
Vg3 programme for general education	External candidates shall sit for written examinations in first-choice and second-choice Norwegian. The written exam is prepared and graded centrally. External candidates shall also sit for an oral examination in Norwegian. The oral examination is prepared and graded locally. The examination covers the entire subject (393 teaching hours).
Vg3 Supplementary studies qualifying for higher education	

The general provisions on assessment have been laid down in the Regulations relating to the Norwegian Education Act.